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ABSTRACT

This report addresses the issue of inservice training of teachers in Japan. Part One is a formal overview of the policy and activities of the Minister of Education regarding inservice education and training of teachers (INSET). It discusses the concept of inservice education and training, states specific examples--the National Training Course for Educational Personnel and the Teachers' Overseas Inspection Program, discusses the ways and merits of inservice education, and talks about teacher supply and demand. Part Two presents several cases of INSET in detail to give actual accounts of their functioning. In this section, short overseas tours for study and observation are presented along with activities of educational research and training centers, a description of school-based research projects, and a description of the audiovisual educational center.
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INNOVATION IN IN-SERVICE EDUCATION
AND TRAINING OF TEACHERS

- JAPAN -

by

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in collaboration with
The Ministry of Education

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Preface

This is a report on the in-service training of teachers in Japan to be presented at the OECD-NIE seminar on INSET, June 27 - July 2 in Philadelphia.

The report consists of two parts. Part I is a formal overview of the policy and activities of the Ministry of Education in INSET. The draft was actually prepared by the Ministry of Education and after some editing was included under my authorship. Part II is a more informal and impressionistic report of a few selected INSET activities, both governmental and non-governmental. Cases were selected based on the subjective judgment of the reviewer with the intention to describe rather unique attempts in some detail and depth.

For technical reasons, activities of spontaneously developed teachers groups and those organized by private educational leaders and journals were not included. But the author likes to stress that these grass-root activities are very widely spread and very effective and influential.

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Part I

In-Service Education and Training of Teachers in Japan

I. Introduction

1. Concept of In-Service Education and Training

(1) Teaching profession is a high-level specialized job, in which general cultural accomplishments of a broad range, specialized academic ability concerning respective subject areas, excellent teaching techniques, profound understanding about the growth and development of human beings as well as concept and methods of education, and so forth should be comprehensively synthesized. In order to discharge their job responsibility thoroughly by living up to such a specialized nature of teaching profession, school teachers have to keep on endeavoring for improvement of their qualities unceasingly in correspondence with advancement of the times. This is why extensive and systematic in-service education and training of teachers should be implemented from a viewpoint of lifelong learning and recurrent education.

In-service education of teachers is called for by the National Public Service Law, Local Public Service Law and Law on Special Regulations for Educational Public Service Employees. That is, the National Public Service Law provides, in Paragraph 1, Article 73, that the National Personnel Authority and the heads of appropriate agencies should endeavor to formulate and implement the programs on the matters dealing with training of personnels, "for the purpose of displaying and improving the efficiency of personnels," and the Local Public Service Law stipulates, in Paragraphs 1 and 2, Article 39, that the personnels should be given an opportunity to undergo the training undertaken by the appointment authorities, "for the purpose of displaying and improving their working efficiency." In other words, both the National Public Service Law and Local Public Service Law obligates the National Personnel Authority, heads of appropriate agencies or appointment authorities to implement in-service training of all public service employees, including school teachers, defining it as essential to the display and improvement of public service employees' working efficiency.

Meanwhile, the Law on Special Regulations for Educational Public Service Employees specifies, in Paragraph 1, Article 19, that educational public service employees should ceaselessly endeavor for study and mental training "in order to discharge their job responsibility," under a basic notion that in-service education is indispensable to fulfillment of their job responsibility, and directly obligates educational public service employees to undergo in-service education. And the appointment authorities for educational public service employees are specified, under Paragraph 2 of the same Article, to endeavor to formulate and implement the programs on the necessary facilities, the ways of encouraging their in-service education and the other matters related to their in-service education.

Furthermore, the same law specifies, in Paragraph 1, Article 20, that educational public service employees should be provided with the opportunity to undergo in-service education and training, and specifically prescribes, in Paragraphs 2 and 3 of the same Article, the ways of providing them with such an opportunity for in-service education and training. That is, teachers are allowed, under the terms of Paragraph 2 of the same Article, to undergo in-service education with the approval of their respective school principals, so long as their school teaching is not obstructed as a consequence. Under this category of in-service education comes their self-training at their homes during summer vacation and other occasions as well as their participation in study meetings, lecture meetings and training courses. And, under the terms of Paragraph 3 of the same Article, teachers are given the chance to undergo in-service education for a long period without their job status being affected. Under this category of in-service education come their dispatch for study at other educational institutions in Japan, their dispatch for study overseas, attendance at long-term training courses and study meetings, long-term inspection trips and so on.

(2) While school teachers are assured this way, by laws, of the opportunity to undergo in-service education, national and local governments are responsible for implementing it. National and local governments are laying emphasis on in-service

education of teachers, under the notion that the ability of individual teachers can be developed effectively not only ^{with} ~~by~~ their voluntary volition for self-enlightenment to facilitate their growth, but also ^{under} ~~by~~ positive guidance and assistance from national and local governments. As a competent agency representing the national government, the Ministry of Education is in charge of executing this task. That is, the Ministry of Education is empowered, under the terms of No. 22, Paragraph 1, Article 5 of the Law for Establishment of the Ministry of Education, to keep in contact with and provide assistance to appropriate agencies on the matters regarding in-service education of educational personnels. Based on this provision, the Ministry of Education is taking such measures as dispatching teachers for overseas inspection and study, sponsoring various kinds of training courses and providing guidance and advice to local governments over in-service education. (This portion is to be amplified later.)

As a competent agency representing local governments, boards of education are in charge of in-service education for teachers. Boards of education handle the matters pertaining to in-service training of educational personnels, under the terms of No. 8, Article 23 of the Law concerning Organization and Functions of Local Educational Administration. Specifically, boards of education are implementing the in-service education conforming to the real state of respective local governments by such means as undertaking various types of training courses and institutes.

Besides, there are pretty many cases where universities and research institutions accept school teachers as research students or auditors. This is also a form of in-service education. There are also the cases, where universities undertake in-service education and training of school teachers. In this case, however, it is necessary for university authorities and such concerned agencies as the board of education to cooperate and share the responsibility with each other. So, in order to realize such a mechanism, study has been under way for establishment of an organ, in which all the agencies interested discuss and promote the programs on in-service training of teachers

as well as teacher training.

In addition, it is also probable, needless to say, for private educational research organizations, etc. to undertake in-service education and training of teachers.

(3) While it goes without saying that the in-service education implemented by the Ministry of Education and boards of education is aimed at enhancing the qualities of teachers, thereby contributing to improvement of teaching, special attention should be paid to the following in undertaking in-service education.

a. To see to it that in-service education and training of school teachers should genuinely prove helpful to, and be heartily welcomed by teaching staffs of each school.

b. To see to it that the latest achievements of academic study should be reflected in in-service education and training.

c. To see to it that in-service education should be organized in full consideration of the educational structure as a whole.

d. To attach importance to mutual training among teachers through their studying discussions as well as lectures and seminars.

e. To give due consideration so as to secure as instructors of in-service education the influential persons of erudition and experience, who are full of personal attractions.

f. To take heed of the conditions of facilities where in-service education is to take place, and see to it that the function and equipment of those facilities should be effectively utilized in undertaking in-service education.

(4) What has an important bearing on in-service education is the facilities where it is undertaken. A representative example of such facilities is to be shown herewith each for the national government and local government. As a representative one of the national government's facilities is there Tsukuba Branch of the National Education Center. The National Education Center is a corporate body, aimed at managing the training facilities for educational personnels under its jurisdiction and

endeavoring to enhance the qualities of educational personnels, thereby contributing to promotion of education, whereas its Tsukuba Branch was established in October, 1973, as an exclusive training facility where replete long-term in-service training could be provided to school teachers accommodated in quarters. Being inaugurated in October, 1974, various types of in-service trainings are undertaken at present in this branch, such as the national training courses for educational personnels, etc., training courses on counselling technology, training courses for personnel administrators for school teachers, instructor training courses for audio-visual education, and the like.

Next, as a representative one of local governments' facilities for in-service education is there the education center established in each prefecture. The education center, whose establishment was facilitated by the Ministry of Education through extension of the subsidy, undertakes such functions as in-service education of teaching staffs, the researches forming the foundation of in-service education, financial assistance to research activities of private educational research organizations, counselling services on education and the like.

2. Specific Examples of In-Service Education and Training

The Ministry of Education-sponsored in-service education is provided to those persons, recommended by each prefectural board of education, who are expected to become the leaders in each local district. And the Ministry affords such conveniences as bearing the expenses required for in-service education and providing the boarding facilities for trainees, while taking appropriate steps for securing substitute teachers lest participation of teachers in in-service education should pose an obstacle to students' education.

The major types of in-service education implemented by the Ministry of Education include the following.

(1) National Training Course for Educational Personnels, Etc.

This training course has been undertaken since fiscal 1960, with an aim of providing school principals, assistant school principals, middle-level teachers, etc. with the necessary training on the matters related to management and administration of schools and teaching at class-rooms, thereby exalting their vision and enhancing their capacity as a leader of the school. About 17,000 persons have so far undergone this type of in-service education. This training course is divided into two categories, one a four-week course for school principals and assistant school principals and the other a six-week course for middle-level school teachers. The former is provided each year to a total of 1,000 principals and assistant principals of elementary, junior high and senior high schools, heads of kindergartens, and teaching contents supervisors and personnel administrators of boards of education, whereas the latter is undertaken each year for 800 teachers of 35 years old and above each as a principle (with 10-year and longer teaching experience each) in elementary, junior high and senior high schools. And both of these two types of courses are given four times a year, with all the trainee teachers accommodated in boarding facilities during the whole period of training.

These training courses are designed, by having all the trainees share the same quarters, to make the training effective and elaborate, and promote formation of desirable human relations and active exchange of information among the trainee teachers, thereby helping them broaden their vision. Thereupon, every feasible step has been taken to ensure effective management of these courses by having the officials-in-charge of the Ministry of Education and the training institute live together with trainees and keep consulting with group heads and deputy group heads, selected from among trainees, over the appropriate way of managing the training course as a whole.

As to the formula of undertaking the training course, that of seminars and discussion as well as lectures has been widely employed.

Next, the educational contents of the training course is to be outlined below.

a. General Culture

Education and training are provided, with main stress on the current problems dealing with education, science and culture.

b. School Administration

Main emphasis is laid on education-related statutes, local educational administration system, local government finance and educational cost, educational public service system and duties of school teachers, teachers' labor relations, school management, school and social education, and the like.

c. Educational Contents, Methods, Etc.

Such problems are dealt with, as organization and development of curricula, principles and methods of class-room teaching, theory and reality concerning guidance of students, etc.

d. Inspection, Recreation, Etc.

Inspection of art museums, museums and factories as well as appreciation of "Kabuki" performances is undertaken.

(2) Teachers' Overseas Inspection Program

Teachers' overseas inspection program has been undertaken since fiscal 1959, with a view of offering the teachers with affluent vision and teaching experiences the chance to inspect the real situations of education, culture, social conditions, etc. of various overseas nations and enhance their pride and sense of responsibility for the teaching job while broadening their international vision, thereby contributing to promotion of elementary and secondary education. About 18,000 teachers have so far been dispatched overseas under this program.

While about 5,000 school teachers are dispatched annually for overseas inspection at present, this program is divided into two types, one the long-term overseas inspection program and the other the short-term overseas inspection program. Under

the former program, each inspection team spends one month, visiting average ten cities of seven nations, centering on such regions as Europe, the U.S., Asia, Oceania, etc. to inspect and survey the way of school management and administration, educational contents and methods, etc. Out of this one-month period, about ten days are spent to inspect the schools and other educational institutions in the principal destination countries (two countries in average). Under the latter program, each inspection team spends 16 days, inspecting the schools of average six cities in either of Europe, the U.S. and Southeast Asia at a daily pace of one school in each city.

Members of the long-term overseas inspection team are selected from among the teachers of elementary, junior high and senior high schools and kindergartens, and board of education officials, aged 35 to 55 and having the teaching experiences of ten years and longer each (who have taken part, as a rule, in the Ministry of Education-sponsored national training courses for educational personnels, etc.). With one inspection team formed by around 30 teachers each for elementary, junior high and senior high schools as a principle, total 37 teams are scheduled to be dispatched for overseas inspection during fiscal 1976.

Members of the short-term overseas inspection team are selected chiefly among elementary and junior high school teachers (senior high school and kindergarten teachers as well as board of education officials may also be included), aged 35 to 55 and having the teaching experiences of 10 years or longer each (who have undergone the in-service training course undertaken by prefectural or municipal boards of education). One inspection team, composed of around 30 teachers, is organized for each prefecture as a principle.

While these two programs, as stated above -- the national training course for educational personnels, etc. and teachers' overseas inspection program -- are the representative examples of Ministry of Education-sponsored in-service education for school teachers, the Ministry also co-sponsors with prefectural governments the pre-

fectural training course for school principals, etc.

This type of training course, which may be called a prefectural version of the aforementioned "national training course for educational personnels, etc.," is undertaken in reality by each prefectural board of education for one week at two places (for 50 persons at one place) each time.

As illustrated by the examples shown above, the in-service education of a national level has been implemented by keeping in close contact with local governments and paying due regard to the latter's independence. Thus, national and local governments are fully cooperating each other for effective in-service education of school teachers.

In addition, the Ministry of Education is not only directly implementing in-service education for school teachers, but is also endeavoring indirectly for repletion of teachers' in-service education by such means as extending the subsidy to various educational research organizations and furnishing the bounty to a number of private study groups.

3. Ways and Merits of In-Service Education

(1) School teachers participate in in-service education in three different ways, as indicated below.

a. School teachers may be allowed to undergo in-service education as a part of their job. Under this category of in-service education come the one implemented by the Ministry of Education and boards of education, the one sponsored by private research organizations, the one undertaken by universities and research institutes, and the like. In any type of these in-service education courses, teachers take part under an official order of the competent board of education or school principal.

b. School teachers may be exempted from their teaching duty to undergo

in-service education. In this case, each teacher takes part in the in-service education course under the approval of his school principal. In reality, in-service education of teachers mostly takes place by exempting them from their teaching duty.

Particularly during such long vacation periods as in summer and winter, this formula of in-service education is followed in the name of "self-education at home" quite often, with their regular pay assured.

c. School teachers may undergo in-service education by taking annual paid leave. In the kind of in-service education, however, which has little bearing on the teaching duty so that its results fail to be reflected in the job execution in future, teachers are not given the privilege of participating as a part of their teaching job or by being exempted from their teaching duty.

Incidentally, it is taken for granted that, while school teachers should devote themselves to their job execution during their on-duty hours, they are free to spend their off-duty hours in whatever way they choose. In view of the intrinsic nature of the teaching profession, however, they should be encouraged to perform the study intensively on their own volition even during their off-duty hours,

(2) School teachers can obtain, by means of undergoing in-service education, the teacher's certificates of a higher level or the ones on other subjects than those, on which they currently possess the teacher's certificates.

In this country, teacher training is undertaken by universities and colleges as a principle, but, in view of the purport of importance being attached to in-service education, any teacher, with the teaching experience of defined years, is provided with an opportunity to get a high-level teacher's certificate by acquiring the specified number of credits after participating in the certified training courses undertaken by the concerned prefectural board of education or in the correspondence education undertaken by a university. And any junior high and senior high school teacher possessing a regular teacher's certificate on one or more subjects can also get a regular certificate on the other additional subject by following the procedures si-

similar to those as set forth above.

4. Teachers' Demand and Supply

(1) The necessary steps for securing adequate supply of teachers in elementary and junior high schools (for compulsory education) are being taken on a basis of the teachers' demand and supply outlook in future, as presented below.

Present State and Future Outlook over Teachers' Demand and Supply

Classification		1975	1980	1985
Elementary school	Demand	20,000	23,0000	20,000
	Supply	21,000	24,000	24,000
Junior high school	Demand	6,000	7,000	11,000
	Supply	89,000	89,000	89,000

(Notes) :

(1) The figure for demand indicates the sum of the increased demand for teachers over each preceding year, deriving from the increase of pupils, cutback of pupils' per class capacity, etc., and the number of teachers recruited to fill up vacancies caused by retirement.

(11) The figure for supply indicates the number of persons expected to get teacher's certificates upon graduation of universities, etc. in each year (real number for 1975).

In addition, as the source of teachers' supply are there the graduates of universities, etc. in past years, who had previously acquired their teacher's certificates, in addition to these fresh graduates newly qualified as teachers.

(2) As for the teachers of junior and senior high schools, the demand is expected to grow sharply particularly after 1980. But, even at present, the number of persons possessing teacher's certificates runs about 14 times larger than that of teachers demanded each year, and therefore, the future growth of demand for

teachers is supposed to be duly met.

5. In-Service Education of Teacher Training Personnels

While the teacher training in this country is undertaken in universities(junior colleges), the Law on Special Regulations for Educational Public Service Employees specifies, with respect to the in-service education for teaching staffs of national and public universities(junior colleges), that "the appointment authorities for educational public service employees should endeavor,as regards in-service education of educational public service employees, to formulate and implement the programs on the necessary facilities, the ways of encouraging their in-service training and the other matters related to their in-service training." And the same Law also provides that teaching staffs "may undergo in-service education away from their worksites with the approval of their superior officials" and "for a long period without their job status being affected, under the terms as defined by the appointment authorities."

Under this system, those personnels responsible for teacher training are also undergoing necessary in-service education as well as other categories of teachers. And, in order to promote such in-service education, the national government is taking such measures as repletion of teaching staffs in universities and colleges, establishment of educational engineering centers, science education research facilities, etc., improvement of educational facilities for teacher training, financial assistance to teachers' study meetings concerning the educational method, and the like.

In addition, in private universities and junior colleges, too, various efforts are being made for providing their teaching staffs with the opportunity for in-service education and training.

6. Measures for Improvement of In-Service Education and Training

(1) In order to respond properly to the growth of various demands to school education and enhance its qualitative standard, it is essential to develop the various policy measures comprehensively that would serve to induce excellent personnels into

the teaching profession. In realization of this need, the Council for Training of Educational Personnels started the researches and deliberations on the "measures for improvement of teacher training programs" in 1970 and submitted the recommendation thereon to the Ministry of Education in 1972. This recommendation, which denotes the basic guideline on the measures to improve teacher training programs on one side, proposes the measures for amelioration of teachers' in-service education, as indicated below, on the other.

"The professional qualities and ability of teachers are to be fostered and developed not only in the stage of teacher training, but also in the process of their accumulating teaching experiences and undergoing in-service education and training. Accordingly, it is necessary to improve and enlarge the in-service education of teachers systematically, in due consideration of the following points, so that it may be provided to teachers not only right after they are newly recruited, but also continuously thereafter under the appropriate contents and methods adapted to each stage of their educational services in subsequent years.

(i) That the Ministry of Education and boards of education should endeavor for repletion of adequate facilities for teachers' in-service education and keep in contact with each other over the contents of education as well as the scope of teachers, who should undergo in-service education. Also that universities, and teacher training universities in particular, should play an active role also in the aspect of teachers' in-service education.

(ii) That, as regards the method of in-service education, feasibility of introducing new methods, such as effective use of educational radio and TV programs, should be studied, in addition to the continued use of such conventional methods as training courses and institutes.

(iii) That the in-service education of newly employed teachers should be improved in such a way as to provide them with systematic and comprehensive education by stages.

(iv) That the financial aid to educational research organizations should be expanded with a view to encouraging the voluntary in-service training on the part of teachers.

(v) That it is essential to create a graduate school of master's course-level under a new concept, designed for providing school teachers with a high-level specialized in-service education and training held necessary for the teaching job, thus enhancing their qualities and ability as a professional teacher."

(2) The Ministry of Education has been studying the specific measures to embody the purport of this recommendation gradually, starting with the feasible ones. Whereas, as for creation of a graduate school under a new concept on teachers' in-service education and training, the "Research Committee on Teacher Training University, Etc. under New Concept" produced a conclusion, in May, 1974, to the effect that it would be desirable to create a "graduate school for teachers" equipped with the function primarily of a graduate school level and additionally of a university department level.

The Ministry of Education is now embarking, in compliance with this conclusion, on the preparations for establishment of the "graduate school for school teachers."

Part II

In Part, several cases will be presented in some detail to give actual pictures of their functioning. Although the author has been asked from OECD secretariat to select innovative cases, those reported are only mildly unique. Revolutionarily new ideas worth reporting were unfortunately scarce.

Titles of the projects and statistics may sometimes be different from what used in Part I. This is due to the lack of time to make thorough editing. When this happens, those used in Part I are officially correct ones.

Frankly, the present reviewer does not believe that lectures and seminars are very effective means of INSET. Workshops, collaborating in curriculum development and research projects, exchange of experience and visiting schools and classes seem to work better. They work even better when organized under teachers' own initiative. This bias is perhaps reflected in the choice of examples and the style of presentation.

Case 1. Short Overseas tours for Study and Observation

As it was briefly mentioned in Part I, Japanese government sends about 5,000 teachers every year (since 1973) out overseas for observational tours. The half to two thirds of the expences are borne by the Ministry of Education and the lest by local school boards. The tour is short, either 30 days or 16 days, useally visiting two or three countries during this period. Teachers of 10 or more years' experience are selected based on recommendations from local school boards, organized in gorups of 30 members each.

The program has two major purposes. One is to make the teachers internationally open-minded. Another is to make them aware of various forms, systems and methods of education which are different from what we take for granted in our culture and thus develop their professional capabilities.

The first purpose is important especially for Japan, a country which has almost been isolated from the lest of the world up until some one hundred years ago. Despite of expansive political and commercial international interaction, the historical inertia as well as the geographical seperation tend to preserve a certain amount of ethno-centrism and provincialism in the basic attitude of the general public. A conscious and continuous effort is needed to foster international open-mindedness among our youngsters and key for this is the teachers. Without this program, only a fraction of one per-cent of our teachers will come into direct contact with the people of other countries and the close personal contact, including sharing experiences on the

same problems with the teachers of other countries, is the most effective step for opening up the global point of view.

The second purpose is also important. The educational system of Japan is well developed but at the same time highly uniform.

Teachers can get too well accustomed to this existence system to the extent that their span of exploration for alternative methods to meet needs of individual pupils and of the changing society may become severely limited.

Admittedly, much longer period will be needed for the full impact.

But even a limited amount of impact makes a great difference from no impact.

Here I will summarize reports of two groups to give you some idea about how the program operates.

Example i. Group 42, 1973

The target countries of this group was Italy and France. Four months before departure, participants got together in Tokyo for three days and had an orientation meeting. Government officials and outside experts gave background knowledge about Italian and French culture and education. During following months each member was asked to prepare on his own.

In thirty days, they visited:

Scuola Media Statale, Milano

Scuola Media Pecoraro, Palermo

Ecole Paul Bert, Le Havre

Ecole E. Herriot I, Le Havre

Collège d'Enseignement Secondaire "Decartes", Le Havre

Collège D' Enseignement Secondaire "J.Vallès", Le Havre

Du Lycée François 1er, Le Havre

Several other schools.

The selection of the schools were made by the school boards of the cities visited.

The itinerary also included visits of such cities like Bombay (India), Rome, Madrid, Paris, London and New York. The school visits were not scheduled in these cities because the philosophy of the program discouraged to keep the teachers too busy with the schools. Home visits, visits of historical monuments and just walking around freely as a curious independent visitor were also important activities. But even there, there were visits of school boards and talks with teachers and administrators.

The report also includes personal impressions of each member.

Their comments on Indian efforts for functional literacy, Italian students movement and French system of ability streaming are all very sympathetic and penetrating in spite of the limited time they had. But above all, they stress : "Before, other countries and other peoples were only on papers, remote and inhuman. Now they are as close and real as the people of the next village".

Mr. Koike, the leader of the group writes: "Before I go, I did not expect much from this tour. Now after coming back, I feel like I was born again. The learning was just that much".

As it is seen, the planning was more or less unstructured in this first year of the program. As experience accumulated in three years, more structured approach emerged. In 1950 most of the groups decided on focussed objectives and organized

projects and visits to serve the objectives. The next example is an illustration.

Example 2. Group 23, 1975

The target countries of this group were U.S. (eastern states) and England. The objective of the group was to study pre-school and early elementary education. The following table shows how one of the sub-groups spent three days each at Utica, New York and Stoke on Trent, England.

Utica				
	DAY	ARRIVAL	PROGRAM	LOCATION
Oct. 15	Weds.	8:45AM	Pre-School	First Presbyterian Church House
		10:00	Headstart	Potter School
		11:30	Lunch	Alpine
		12:45PM	Handicapped	Potter School
		2:00	Media Center	Kernan School
		3:45	Holiday Inn	
		5:00	Dinner	Grimaldi
		7:30	Dance Workshop	Jefferson School
Oct. 16	Thurs.	8:45AM	Heart Disease	Columbus School
		9:45	Kindergarten	Jones School
			Lunch	Jones School
		12:45PM	Parochial	St. Francis School
		3:15	Holiday Inn	
		4:30	Tour	Munson- Williams-Proctor Institute
		5:30	Dinner	Fountain Elms
		8:15	Mayoral Welcome	City Hall
Oct. 17	Fri.	8:45AM	F.E.A.T.	Columbus School
		10:00	Reading Clinic	Brandegge School
		11:30	Lunch	Burger King
		12:45PM	Multi-Age Grouping	Hughes School
		3:30	Holiday Inn	
		4:00	Individual Schedules	

Home visits in the evenings of 15 and 17.

Trent

	DAY	ARRIVAL	
Oct.20	Mon.	9:30	Oxhey First School
		12:00	Unity House
		1:15	Nursery Class, St. Mary's School
Oct.21	Tue.	9:30	Meir Nursery School
		12:00	Unity House
		1:15	Portland House
			Teachers Center
			Lecture by Miss G. Stubbs
Oct. 22	Weds.	9:30	Belgrave Day Nursery
		12:00	Unity House
		1:15	Priory First School

Their report describes for each school visited 1) the general description of the school, 2) teaching activites they observed and 3) comments and opinions. An example is given below.

Class K, Hugh R. Jones School.

Miss Madeleine A. Hunt, Principal

1. Orientation by Mrs. Freed

Discussion centered around how children are received by the school. The data collected on a child include:

- a. Test results
- b. Interview by a psychologist
- c. Interview and observation by teachers including observation of a couple of simple task performance.
- d. Psychomotor abilities
- e. Language abilities
- f. Mother questionnaire

2. Floor plan. Picture not reproduced here. In the original report, a detailed sketch of the activity space is given and commented. The spaciousness and flexible arrangement seem to have impressed them.

3. Observation

A class of 18 children, one teacher, one helper.

- a. Training to listen. Imitation rhythms and story-telling using a picture book.
- b. Physical education. Walk carefully on a line. Follow rapidly given directions like jump, open legs, roll, etc.
- c. Be quiet, listen to a music.
- d. Work using scissors.

4. Comments

- a. A synthesis of a colorful, free environmental design and a structured guidance.
- b. An interesting idea : Children take turns to bring a potful of food from home to share.
- c. Impressed by the scissors for left handed.
- d. The interrelatedness of various activities converging e.g. on teaching colors.

By the end of the fiscal year 1975, about 14,800 teachers participated in this program. It is still premature to evaluate the outcome objectively. However, it is already clear that the program fostered clear international orientation and deeper grasp of world interrelatedness among teachers. One side effect was that it raised the status of teachers especially in rural areas where the number of people with some experience of overseas travel is very limited. In the fiscal year 1976, however, there will be some cut-off of this program due to the general cut off of governmental expenditure.

Case 2. Activities of Educational Research and Training Centers.

There is a network of 56 educational research and training centers spreading all over Japan. They are subsidized either by prefectural or city government but at the same time are in close association with Japanese Ministry of Education. There is a great variety in their sizes, staffs, activities and organizational structures depending on the local needs. For example, Kamikawa Center in Hokkaido is staffed by only eight full timers while Tokyo Institute of Educational Research is staffed by some 150 full timers. One of the major functions of these centers is the in-service training of local teachers, other functions being research and development, counseling and information dissemination.

The in-service training activities of these centers can be classified into five categories:

1. Organizing training seminars and workshops. Seminars may be only one day, once a week for several months, or intensively for a week.
2. Receiving teachers for one whole year for re-training. These teachers are on payed leave from the schools, usually with fifteen or more years of experience. They are assigned to one of the master-teachers of the center as the advisee and participate in various activities, lectures and seminars of the center.
3. Publishing guidebooks, information about new methods and materials, introduction to research findings, etc.
4. Consulting. Teachers with questions or problems may

ask consultation of master-teacher of the center. Tokyo Institute receives in the average about 20 consultations a day from local teachers, covering reference to resources, decisions about which teaching alternative to take, how far the irregularity in spelling conventions can be tolerated, etc.

5. Demonstrating. Some centers have well equipped model class-rooms. A teacher may bring her class there and ask a master-teacher to teach them. To observe her own pupils participate and learn much better than usual gives her the strongest motivation to learn more.

Given below are the lists of Inset activities organized by a couple of centers of varying sizes during a year.

Kamikawa Center 8 staff members.

There were seven kinds of seminars.

- a. Seminars on parctical techniques. Dealt primarily with actual practices in class-rooms. Few lectures, stress being given to experiments and practices.
- b. Seminars on teaching methods. For each subject matter: area, theories, recent developments and practical problems are lectured and discussed. More academically oriented than a.
- c. Seminars aimed at the exchange of experience. Participants bring printed materials of their attempes, practical researchs and expriences, and, under the chairmanship of an expert, discuss about practical problems.

- d. Seminars on school administration. Primarity for present and prospective administrators.
- e. Seminars on pre-school education. Seminars on practical techniques to be participated by kindergarten and nursery school teachers.
- f. Social education seminars. Aimed at training of local leaders.
- g. Extramural seminars. Organized upon requests from schools and local school boars.

During the year 1974, 64 seminars in various categories were conducted and 1,635 teachers participated. The facilities of the center are also open for seminars and meetings organized by teacher groups. In the average about 10 such meetings take place in the center every day. The center also invited several outside experts to give talks to local teachers.

Aichi Education Center 94 staff members

Among various activities of the center, those closely related to in-service training are seminars and workshops, research conferences, project team researchs and school based research project. Listed below is the planfor year 1976.

Seminars and workshops. (p - primary, m - middle school. Seminars for high school teachers and administrators are not listed here.)

Title	Qualification	Number of participants	days
preschool education	exp. 3 years or more	80	4
Educational technology	p. 27	40	2 - 4

Title	Qualification	Number of participants	days
Music	music teachers, p.	40	3 - 4
Art workshop	art dept. heads, p.	60	1 - 2
New science education	science dept heads, p.	40	2 - 3
Leaders' workshop, science	science teachers, p.	40	8
Country schools	country school teachers, p.	10	5 - 9
Teaching methods	p.	160	2 - 3
School health	exp. 3 years or more p, m.	160	2
Educational technology	m.	40	2 - 3
New math.	mathematics teachers, m.	60	2 - 4
Japanese language	m.	80	3
Music education	music teachers, m.	40	2 - 3
Social study	s.s.teachers, m.	40	2 - 3
English	english teachers, m.	80	3
Fine arts	Art teachers, m.	40	3
Practical technology	m.	80	2 - 3
Home making	m.	40	1 - 3
New science	science teachers, m.	80	1 - 5
Science laboratories	science teachers, m.	40	2 - 4
Guidance	teachers in charge of guidance, m, h.	100	2 - 9
Extrmural biology	biology teachers, m,h.	20	1 - 2
Extramural geology	geology teachers, m,h.	20	1 - 2

Title	Qualification	Number of participants	days
Audio-visual techniques	open	80	2
Introduction to computers	p,m,h.	40	2 - 6
Advanced computer	first course certificate	20	2 - 10
Workshop on the production on audio-visual materials	p,m,h.	40	8
Leader training in audio-visual education	p,m,h.	50	4 - 6
Special education	p, exp. less than 3 years.	40	2 - 3
Special education	m, exp. less than 3 years.	40	2 - 3
Summer institute	p,m,h.	120	16

Research projects participated by teachers.
(under "others" are included teachers who are temporarily center staffs.)

Title and purpose	Duration (years)	Teachers	Others
Better continuation between primary and middle school curricula	3	8	7
"Five days a week" system	2	6	8
Life-long education curricula	3	4	6
Optimization of decision making structure in school administration	3	10	2
Adapting to developmental stages	2	6	1
Educational technology in country schools	2	6	1
Post-war education Aichi Pref.	2	8	2
Systemitization of English teaching through analysis of text books	2	8	1

Title	Duration (years)	Teachers	Others
Language achievement survey (h.)	1	9	1
Mathematics achievement survey (h.)	1	9	1
English achievement survey (h.)	1	10	1
Case study of school phobia	2	8	5
Information retrieval system for counseling	1	8	5
Computerization of the search for references	1	9	3
Instructional data processing	1	12	12
Developing visual materials based on local needs	1	10	6
Education of home-bound handicapped children	1	8	2
Sequencing curricula on musical instruments	3	6	3
Survey of out of school life of youngsters	2	6	2

Funding for school-based research projects

title	Duration	School
Multi-media approach for flexible science teaching	2	Toyohashi Chubu middle School
The role and utilization of educational broadcast	2	Kinuura Primary School

Other activities include model instruction, on-the-spot consultation on references, materials and audio-visual aids.

Case 3 School Based Research Projects

Traditionally in Japanese schools, research projects provide opportunities for older and younger teachers to interact, to visit each other's classes and to discuss with outside consultants. In each school, a veteran teacher is in charge of research and training department, and under him, research and training activities usually merge together.

Both the ministry and local governments fund for a considerable number of research project to be initiated and conducted by individual schools. The aim often is more in up-bringing the professionalism of teachers than in conclusion derived from the project. It is strongly argued that the best training result from participation in collective efforts to improve educational practice. Non-governmental organizations also encourage school-based research projects. Funding for science education projects by Sony Education Foundation, for audio-visual education by Matsushita Foundation are some examples.

But there also are many schools which conduct school-wide research projects continuously for several years practically unfunded. Teachers use their spare time for projects and expences are squeezed out from the "research and training" running budget of the school. In the opinion of the present reviewer, the researchs of this category tend to be more original and productive as well as they are educative, perhaps because the projects presuppose high morale and consensus of the teachers. As an example, the outline of the four year research of Nishinadai Middle School will be given.

The school is in a small city of Oh-mach in Nagano-Prefecture. The project is titled as "Teaching and guidance addpted to individual pupil". It started in 1972 along with the 'Zeitgeist' of individualization. One year's study has made the teachers realize how the picture of the same 'individual' differ from teacher to teacher and from subject matter to subject matter. Thus in the beginning of 1973, they decided to sample out six pupils for each grade and call focus pupils. The selection was based on fair distribution of achievement, intelligence levels, sex, SES, etc. With a due precaution that the practice would not be noticed by pupils, every teacher teaching the class where a focus pupil belongs prepares a cumulative record of that pupil. Frequently in each subject matter department such records are subjected to discussion trying to decide on what can be or should be done for the pupil. About once a month all teachers of the school get together to discuss about the focus pupils. Each subject matter group reports what has succeeded and what has failed with the particular pupil. Incidentally, such exchange of experience across subject matter areas seldom take place in departmentalized middle and high schools. For example, when a music teacher told the group that a boy N did not show interest in music classes, a teacher of physical education pointed out he nevertheless had good sense of rythm in physical exercises. The music teacher then assigned N to be the drummer of the class and soon he was one of the important members of the Nishinadai middle school band. Or, a teacher of

Japanese literature found a girl S entirely passive and un-talkative, but a science teacher told that she was quite active and talkative in science labs. It was discussed that she was not mature or confident enough to present organized opinions, but she can be an active participant when put to perform well structured sequence of activities. The literature teacher was advised to devise some activity which will entertain this kind of pupils.

Once a year, they invite a couple of outside experts and hold a full day case conference. Detailed description of two or three focus pupils, including various attempts made by teachers and their responses to them, is prepared. More than 10 pages are assigned for each pupil. For about two hours, each case is discussed to give a clear picture of what the pupil did during the past year. Then the teachers who are to teach the classes of those focus pupils in the next session explain their plans together with their expectation of how the focus pupils will react.

In the next session experts and all teachers observe the actual classroom processes. After that follows another three hours' conference to discuss how things worked in the classrooms, everyone volunteering alternative hypotheses and suggestions.

Having been invited as an expert for three consecutive years, the present reviewer wants to present an experience.

A boy, Ng, was an unpopular boy in the first year. Impulsive, shallow, superficial, showing off etc. were the impressions of the teachers and he was selected as a focus pupil as an

example of poor pupils. His IQ in individually administered test was near normal but was 59 in a non-verbal group test. At the end of the year he was still impulsive and clumsy, but he was active in the classes when the content was not hard and writing was not required. The teacher of fine art observed that he could do well when the teacher gives enough attention, and suspected that there were some problem in the family. The home room teacher then talked with his parents, and found that there was very strong press for achievement, the father blaming the mother for the low achievement of the son. After many supportive interviews, family pressure became less, teachers became to take more understanding attitude toward him. At the end of the third year, he was achieving a little better than normal, well adjusted and confident. Perhaps there was a certain element of Hawthorne effect, but the educational value of such cases for the teachers was very great.

Case 4. Audio-Visual Education Center

In 1973, the Committee on Educational Broadcasting which is a sub-committee of the Council on Out-of-school Education of the Ministry of Education has formulated the standard curriculum for in-service training of audio-visual education. It specified the allocation of time for various media as follows. Then for each level and medium the behavioral objectives of training and the activities to be included in the training are specified.

grades types of education media	Allocation of time (hour)					
	elementary		middle		advanced	
	general out-of-school	school	general out-of-school	school	general out-of-school	school
slides and filmstrips	2.5	0.5	0.5	0.5	2.0	0
overhead projector	8.0	0	0	1.0	14.0	0
motion picture	8.0	1.5	1.5	2.0	4.0	0
video tape recorder	2.0	5.0	5.0	7.0	14.0	0
language laboratory	3.0	1.0	3.0	0	8.0	0
sheet recorder	1.0	0	2.0	0	0	5.0
response analysing system	2.0	0	3.0	0	0	3.0
broadcasting (for out-of-school)	-	8.0	-	10.0	-	12.0
broadcasting (for school)	-	-	-	13.0	12.0	8.0

While this standard curriculum was just a suggested model, the committee foresaw that in some future there will be a technical certification system in audio-visual education and called for the cooperation of governmental and non-governmental organizations to make efforts for establishing a training-certification system.

Besides various training seminars organized by local and central governments, there are several training centers founded by non-governmental organizations. Matsushita AV Education Center is one example.

Being a non-profit foundation endowed by an electronic industry, the center has well equipped training and working spaces as listed below.

- 1) Reference center
- 2) Training laboratory for practicing the use of various audio-visual equipments.
- 3) Laboratory for preparing over head projector transparencies and 35mm slides.
- 4) Three classrooms equipped with closed circuit TV system.
- 5) Language laboratory
- 6) Video materials production laboratory.
- 7) Audio-visual studio. A well equipped studio for movies and TV programs.
- 8) Exhibition and practice area
- 9) Three seminar halls.
- 10) An informal gathering room

In accordance to the standard curriculum mentioned above, the center gives training workshop for interested teachers in

urilization of audio-visual equipments and production of materials. The training workshops so far conducted were:

	year	1973	1974	1975
VTR		1	25	35
OHP		2	10	17
LL		7	6	10
Analyzer		0	0	4
Multimedia system		0	2	2
Total		10	43	68

Participants were kindergarten teachers (27), primary school teachers (959), middle school teachers (742), high school teachers (311) and special class teachers (42). Including other categories, the total number of those participated amount to 2,824 in three years. Although the training is given tuition free, living and commuting expences are borne by participating teachers. The ex-trainees are given priviledge to use equipments and facilities of the center for producing materials they want to use in their classes. The center also gives cousulting and reference services for teachers.